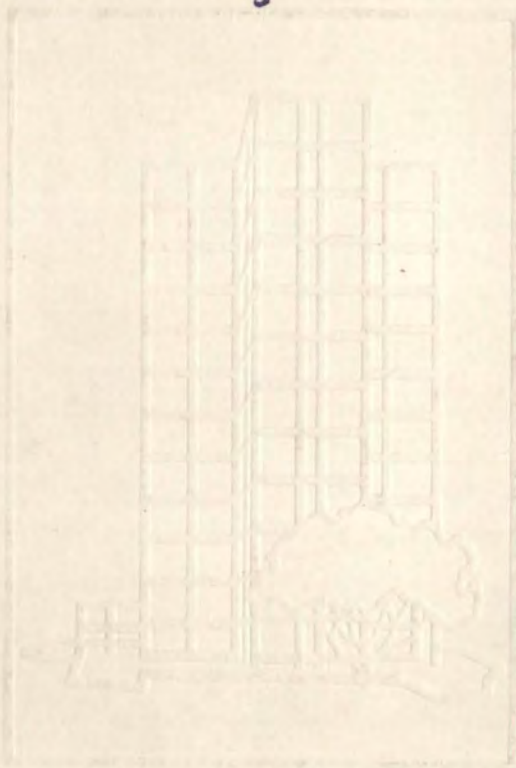


The Ohio State University

A COMMUNITY
OF THE MIND

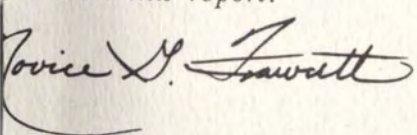
The Ohio State University
Columbus, Ohio

HIGH-RISE RESIDENCE HALLS are envisioned for future location along the Olentangy river. University officials hope to capitalize on the uniqueness and natural environment of the river in developing the new Campus Plan discussed in this **Report.**

GENERAL CURTIS E. LeMAY, B.C.E. '32, delivered the spring quarter commenceme address. President Fawcett here confers an honorary doctorate upon the U.S. Air F chief of staff.

THE OHIO STATE UNIVERSITY BULLETIN
Vol. LXVII, No. 6, Nov. 2, 1962
The Ohio State University Bulletin is issued twenty-seven times during the year: one time each month in August and September; two times in October; one time in November; two times each month in December and January; three times in February; five times each month in March, April, and May.

We seek the informed concern of Ohio leaders in our continuing efforts to provide excellence in educational opportunities for our young people. It is a pleasure to provide you with this report.



Novice G. Fawcett
President
The Ohio State University

President's Report

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a community of the mind
offering opportunity,
embracing responsibility,
and fostering excellence.**

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1961-62 President's Report

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THE BOARD OF TRUSTEES 1961-62 (clockwise around table, beginning at left): Jacob E. Davis, Cincinnati; Smith L. Rairdon, Toledo; Forrest G. Ketner, Columbus, Vice Chairman; Novice G. Fawcett, President; John W. Bricker, Columbus, Chairman; John T. Mount, Secretary; Thomas F. Patton, Cleveland; Alan B. Loop, Toledo; Stanley C. Allyn, Dayton.

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Part I: The University's Problems in the Mid 60's

UNPRECEDENTED NUMBERS OF 18-year-olds are looking to the University as their hope for college opportunity. The University reached its all-time peak enrollment in the autumn of 1961 with 27,565 students.

THREE IDEAS CHARACTERIZE a great, modern university: opportunity, responsibility, and excellence.

The university offers its students *opportunity* in which to learn. It provides a distinguished faculty, books in libraries, classrooms, laboratories, equipment for research, and a rich cultural program as an atmosphere in which learning might flourish.

To this the university adds *responsibility* — a commitment to do all in its power to make its teaching and day-to-day decisions and actions contribute to the search, discovery, and communication of truth.

To this, yet, the university adds a constant regard for *excellence*. It knows disregard for excellence could get in the way of the learning of both students and faculty. It knows, moreover, that any such disregard ultimately could interfere with the university's basic contribution to society: the enrichment of man's knowledge of the world in which he lives and his ability to reflect upon this knowledge with reason and wisdom.

In effort to be characterized as a great university and by the ideas of *opportunity, responsibility,* and *excellence,* The Ohio State University with this report closes its 1961-62 year, and, without slowing its momentum forward, moves through the annual June 30th academic checkpoint into the 12 months ahead.

The Changing Role of the University

All one need do is sit in on a zoology class taught via Ohio State's new closed-circuit television network, watch an experiment using our new nuclear reactor, or sense "the eagerness to know" of a conference of business or professional men meeting on campus to gain an awareness of the changing role of the University in these years of the 1960's.

Striving to serve society, Ohio State, like other major universities, has become a complex institution with undergraduate, graduate, and professional programs, all dedicated to the generally accepted objectives of research, teaching, and public service.

From its very beginnings, the University has considered its appropriate role to be that of transmitting, through teaching, the knowledge and culture of man, and seeking new knowledge through research.

The University is far more than a continuation of high school in this modern day. Ohio State has become for the people of Ohio a great citadel of *higher* learning in the truest sense of the term.

It has been the University's hope that its graduates — and there now have been 130,341 who have received degrees from Ohio State since 1878 when it issued its first earned degree — would take with them from the campus more than merely a body of knowledge. It has been the aim of the University to help its students find and adopt for themselves a creative attitude toward learning. Acknowledging the limits of knowledge, The Ohio State University — its scholars and pupils perhaps best described as a *community of the mind* — has been the home of the spirit of learning proclaiming that the *unknown*, through a deliberate research assault, can, in fact, be made *known*.

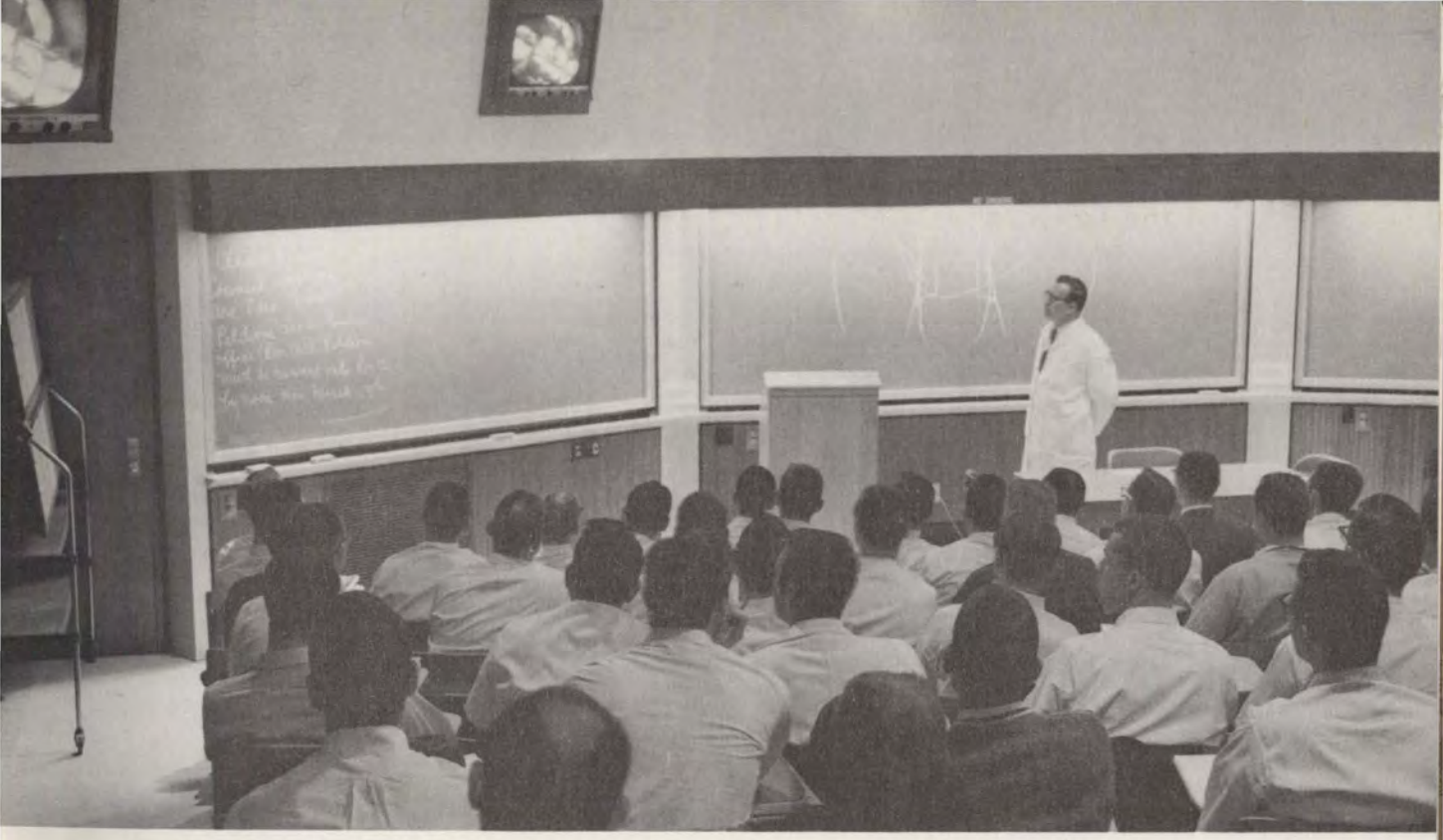
This has been the same spirit that has led in this century to the great emphasis on organized research and the phenomenon of our society that we have called "the explosion of knowledge."

The result of this knowledge explosion has been that no longer is one's education complete at the bachelor's degree. No longer, in fact, is it complete at the professional degree or even the Ph.D. One must continue learning throughout one's whole lifetime.

To keep pace with advancing knowledge, the graduate of 25 or 30 years ago now wants and needs to return periodically to the campus for seminars, workshops, or conferences. He wants to continue his study through formal courses or independent study.

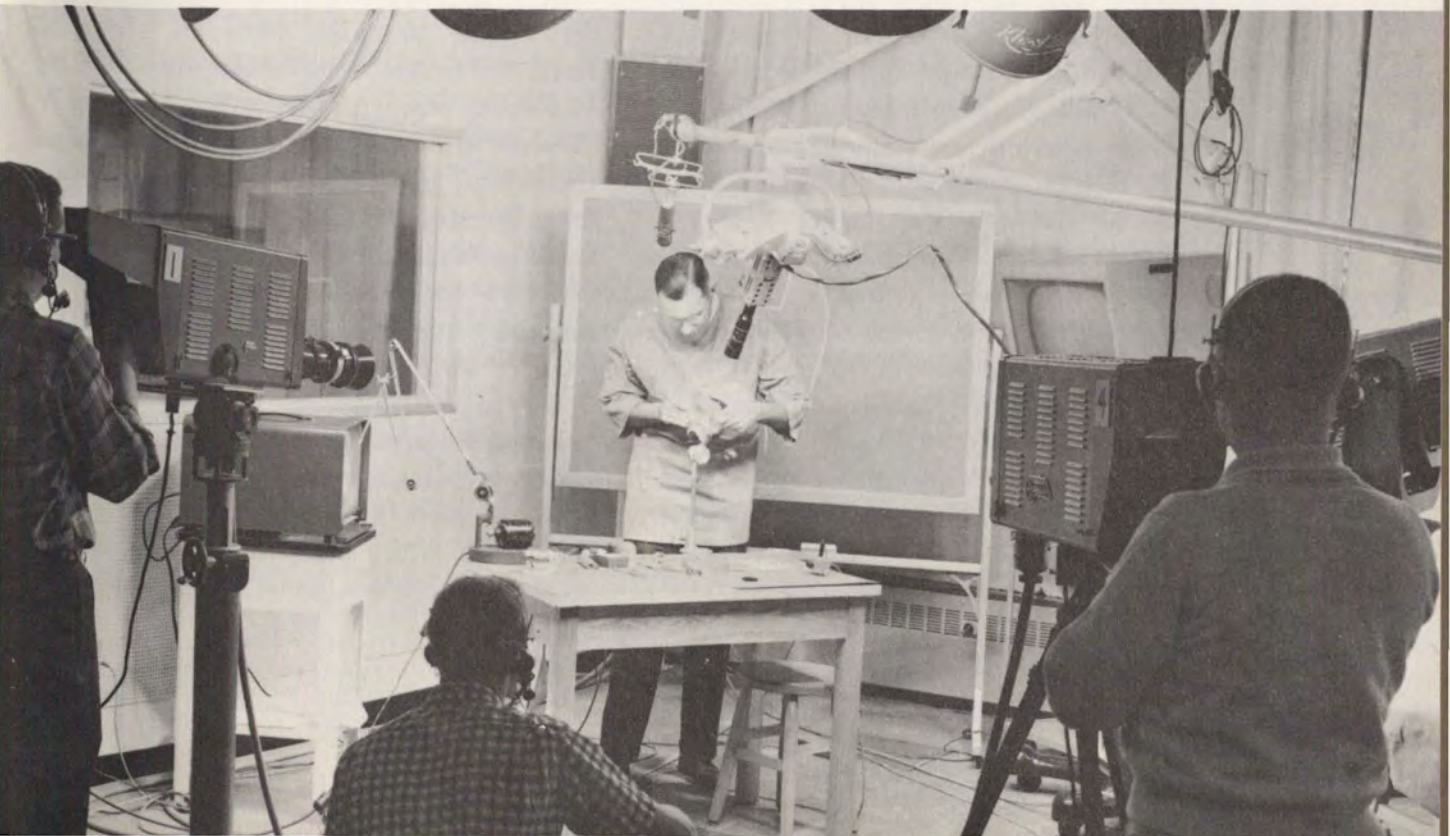
The University in the 1960's is faced, then, with the traditional task of transmitting, through teaching, the knowledge of the ages. Yet, because of the increasing numbers of students, it must find the faculty, facilities, finances, and new methods for doing the job even better.

The University, likewise, is confronted by the traditional task of seeking, through research, new knowledge. Yet, because of the demands of the fast-moving society in which we live, it must step up and bring



CLOSED-CIRCUIT TELEVISION has come into its own on the Ohio State campus. It has proven to be a significant aid in the teaching of many courses, including some in dentistry.

A TELEVISION CAMERA can be brought near the instructor to show large numbers of students procedures and examples only two or three students would otherwise be close enough to see.



FOUR 30-FOOT PARABOLIC REFLECTORS make up an unusual antenna array at the Ohio State University Antenna Laboratory. Ohio State engineers are using the antennas in research dealing with intercontinental and interplanetary communications. The array was built under U.S. Air Force contracts totaling $435,000, awarded through the University's Research Foundation.

even more excellence to research endeavor.

The University, in addition, is being asked to take on even new responsibilities, particularly as a disseminator of knowledge.

The University must find, for example, improved methods for storing the new knowledge so that it can be made available quickly when and where it is needed. And the University must work out ways for transmitting the new knowledge to adults who need it in their businesses or professions.

"What," we are being asked, "is the University's responsibility in seeing that attainable knowledge is placed before decision-makers whose judgments may mean the difference, actually, between life and death?" We are being asked also, "Is the University remiss to the point of guilt if it does not transmit attainable knowledge to those who need it?" The importance of such questions becomes clear when one stops to realize how often in recent years the very presence and understanding of attainable knowledge could have completely changed the issue.

Recognition of this changing role has added to our awareness of the immensity of the task before The Ohio State University — a task perhaps best explained in terms of obligations, pressures, and barriers.

CONTINUING EDUCATION is one of the great areas of development for The Ohio State University in the coming years. Increasing numbers of adults are coming to the campus for workshops, seminars, and short courses.

The Commitment of the Morrill Act

Ohio State long has recognized an obligation to keep at a reasonable level the cost of education to a growing student body — in order that financial barriers might not be thrown in the paths of worthy students. Yet the University has also recognized an obligation to preserve and, where possible, enhance the academic quality of its program. To both provide higher education at low cost and uphold excellence presents in this year of 1962 a severe test not only to the University but to all citizens of the state, because Ohio State faces larger enrollments and greater public expectations than can ever be handled unless the citizenry both speaks and acts in its behalf.

Readers, especially those who attended events on campus this year commemorating the signing of the Morrill Act creating the system of land-grant colleges and universities, will recall that these institutions were charged to provide a liberal and practical education "for the industrial classes in the several pursuits and professions of life." Implicit if not expressed was the principle that there should be equality of educational opportunity for all young Americans. While the University has become a rather cos-

mopolitan institution embracing students from all strata of national and international life, we must see to it that the original principle embodied in the Morrill Act is not made meaningless.

In other words, Ohio clearly committed itself as a state to the principle of providing higher education at the lowest possible cost in its early history, when, interestingly, its financial resources were small and in many ways precarious. It is paradoxical that today this principle is being questioned in certain quarters at a time when Ohio and Ohioans possess resources beyond the fondest dreams of the state's founders.

The Pressure of Increasing Enrollment

It indeed has become difficult to provide for the growing enrollment of the past few years. Yet the University soon will face enrollment problems of such magnitude that there is no precedent for their solution.

In the Autumn of 1961, the University reached its all-time peak enrollment with 25,722 students on the Columbus campus and a total enrollment of 27,565. And the fact remains that the so-called "post-war wave of children" — which in reality is no wave but a permanently higher level of population in universities — has still not reached our campus!

Between 1963 and 1965 the number of 18-year-olds and the consequent number of freshmen in our colleges and universities in Ohio will increase almost 50 per cent. Following the basic trends established over the past 10 years, we may expect with confidence that our college and university enrollments in Ohio will double in the next 10 years. Whether enrollments at The Ohio State University will double in the next 10 years or not, of course, will depend upon policy decisions made in the years immediately ahead.

To help understand what is happening, it might be pointed out that while the number of students in our secondary schools has been increasing, the percentage of high school graduates enrolling in colleges and universities has been increasing even more rapidly. In fact, the percentage of college-age youth attending institutions of higher education has been increasing almost one per cent a year for the past 10 years.

This has helped account for the fact that the total college and university enrollment in Ohio has risen from 113,168 in 1953 to 188,016 in 1961. And it's predicted that this will go to 338,737 in 1970, or an increase of 147,248.

While those familiar with higher education in Ohio believe that the privately-supported colleges and universities might be able to take 20,000 of the increase, hardly a safe assumption, and the municipal institutions might advance by 27,000 in the same period, it will fall to the state-assisted universities and the people of Ohio to decide how to educate the 100,000 additional students knocking at our doors.

When present enrollments were forecast almost a decade ago, these projections were

viewed as unrealistic and visionary. Now that the trends have been firmly established and the increased enrollments have reached the secondary school level the forecasts made for the critical years immediately ahead seem much more realistic.

The Growing Public Expectations

Helping spur this enrollment along, undeniably, is the growing awareness by the American people of the vital importance of education to their present and future well-being and national security.

The continued growth of economic activity in the nation will provide few additional employment opportunities for unskilled and semiskilled workers.

Economic growth in our nation, rather, depends upon an ever-increasing number of professional, technical, and managerial personnel, together with an increase in skilled workers, clerical and sales personnel, and service workers. This means that economic growth and employment opportunity are closely tied to the development of higher education in the 1960's. Without an expanding higher education, there is little hope for an expanding economy.

At the same time, the peace, stability, and welfare of the world all depend in large measure on the skill and human understanding with which modern technology can be brought to bear on global problems. Thoughtful industrial, governmental, and professional persons are calling upon the University for leadership to a greater extent than ever before.

The Competition for Faculty

In an effort to meet the challenge faced in growing enrollments and public expectations, Ohio State has sought to secure the services of capable faculty members. In so doing, however, it has become increasingly clear this year that Ohio State is in keen competition with other universities of the country to increase salary levels steadily if able faculty persons are to be held and capable replacements found.

While faculty salaries at all ranks at The Ohio State University appear in the upper fourth when compared with all institutions of higher education, the picture is less favorable when comparisons are made with the large, comprehensive universities, or with other professions for which comparable training is required. In general, in spite of excellent salary average advances over the past few years, Ohio State still finds itself in a median position among institutions in the Council of Ten, which is composed of the presidents of the universities that make up the athletic conference known to the public as the Big Ten. Ohio State fares similarly in a group which includes other large universities such as the University of California and the University of Chicago.

With an ever-increasing demand for highly-skilled men and women both by educational institutions and by government and industry, it is imperative that this median position be improved so that Ohio State can both recruit and retain the faculty members required by a diversified and

high-quality program of instruction and research. Enrollment projections which speak of new students in terms of thousands indicate the potential need for faculty members.

The Financial Barriers

It has become increasingly clear that the level of state assistance to The Ohio State University will have to be raised. There is no way possible to handle enrollment increases without a substantial gain in income.

Our state tax assistance for the 1961-63 biennium was $48,554,743, an appropriation per biennium increase of about 91 per cent over 10 years ago. It would appear that with this increase we are doing quite well, but remember that enrollment increased in the same 10 years by 48.1 per cent, the prices paid for government goods and services resulting from inflation increased by approximately 30 per cent, competition for the services of competent faculty became a big problem, and new educational programs to keep up with the explosion of knowledge constituted a drain on resources that prevented us from achieving a level of performance for which the University has intellectual capabilities.

We have spoken of Ohio State University as being state-*assisted*. Since only 45.5 per cent of our educational and general income is from state tax dollars, it should be clear that we are only *assisted,* not *supported.* The magnitude of support from sources other than the state tax dollar, in fact, is a tribute to an institution that has the vibrant vigor to assemble the total resources required to operate a high-quality educational structure consisting of 250 special degree programs, 72 of which lead to the master's degree and 60 to the Ph.D. All education, of course, is important to the state, but these advanced graduate and professional degrees are indispensable to Ohio's continuing progress. Without the physicians, dentists, pharmacists, veterinarians, lawyers, scientists, nurses, optometrists, architects, business executives, engineers, college and public school teachers, social workers, accountants, home economists, agriculturalists, and others, Ohio could not hope to be in the forefront of the nation's social, economic, industrial, political, and educational development.

Part II: The University's Effort To Re-Examine and Plan

9

REALIZING THE URGENCY of finding ways of making the best and most efficient use of our resources — human, physical, and financial — the faculty and officers of The Ohio State University this year took important steps to re-examine the institution's goals and objectives.

The effort, a continuing one, has been to measure carefully Ohio State's goals and objectives against the University's capacity for effective service to society. Such measurement enables a university to develop sound plans and policies — those that will avoid the dangers of mediocrity, leading us instead to the goal of excellence.

A Re-Examination of the Academic Organization

One notable study going on is of the central academic structure of the institution. Readers of this report may recall news stories of last spring regarding a report of the President's Permanent Planning Committee, the committee which for two years has been taking the leading role in this study.

The investigation of this committee has been aimed at providing an academic structure at Ohio State best suited to meeting the problems of the future.

Inevitably the public will demand, we know, that places for nearly 150,000 more young men and women in Ohio must be found on college and university campuses by 1970. To do its proper share in providing educational programs for larger numbers of undergraduates without doing so at the cost of our fine advanced graduate, professional, and research programs, the University, we also know, may need to make organizational changes.

Even the research effort at the University, growing at an unprecedented rate, certainly will require changes. Much of our research cuts across college and departmental lines. It does and it should. But the problems resulting from this research effort sometimes become quite complex. This complexity has suggested that we must find ways of effecting better coordination of the total effort.

The President's Permanent Planning Committee has been taking a close look at the academic structure. The committee has come up this year with some tentative proposals which will serve during the coming Autumn as a basis for discussion by our faculty and staff. The discussion, and its ultimate action, will be the University's attempt to merit the confidence of those the institution must look to for support.

A Study of the Academic Calendar

A second noteworthy evaluation being made is a study of the academic calendar.

Prompting it at Ohio State, and at many other universities in the nation currently, is a growing general public concern that all public institutions of higher education (1) improve the academic quality wherever possible, (2) enlarge the capacity to serve more students, and (3) increase the efficiency of operation in any way possible.

Such study has resulted in some universities changing their calendars — a number going to the trimester system, and as they have done so, Ohio State has been giving serious consideration to how it might improve its present quarter system. Though Ohio State has been on a year-round operation for 30 years, the University is anxious to give attention to calendar revision if it shows promise of strengthening the institution's academic structure.

During the past year discussion of the academic calendar by our faculty has been lively. A committee is now continuing to look at the pros and cons of the various types of academic calendars in use today in colleges and universities around the country. There will be more discussion about this

THE ENTIRE AREA included in the Master Plan extends from High Street on the east to North Star on the west, and from King Avenue on the south to the Olentangy river beyond Dodridge Street on the north.

matter in the year ahead. Whatever the direction of any final decision in the matter, the end result will be an honest effort by the faculty and officers of the University to provide at Ohio State the best possible calendar framework for doing the most effective teaching and research job with the enlarging enrollment of the years ahead.

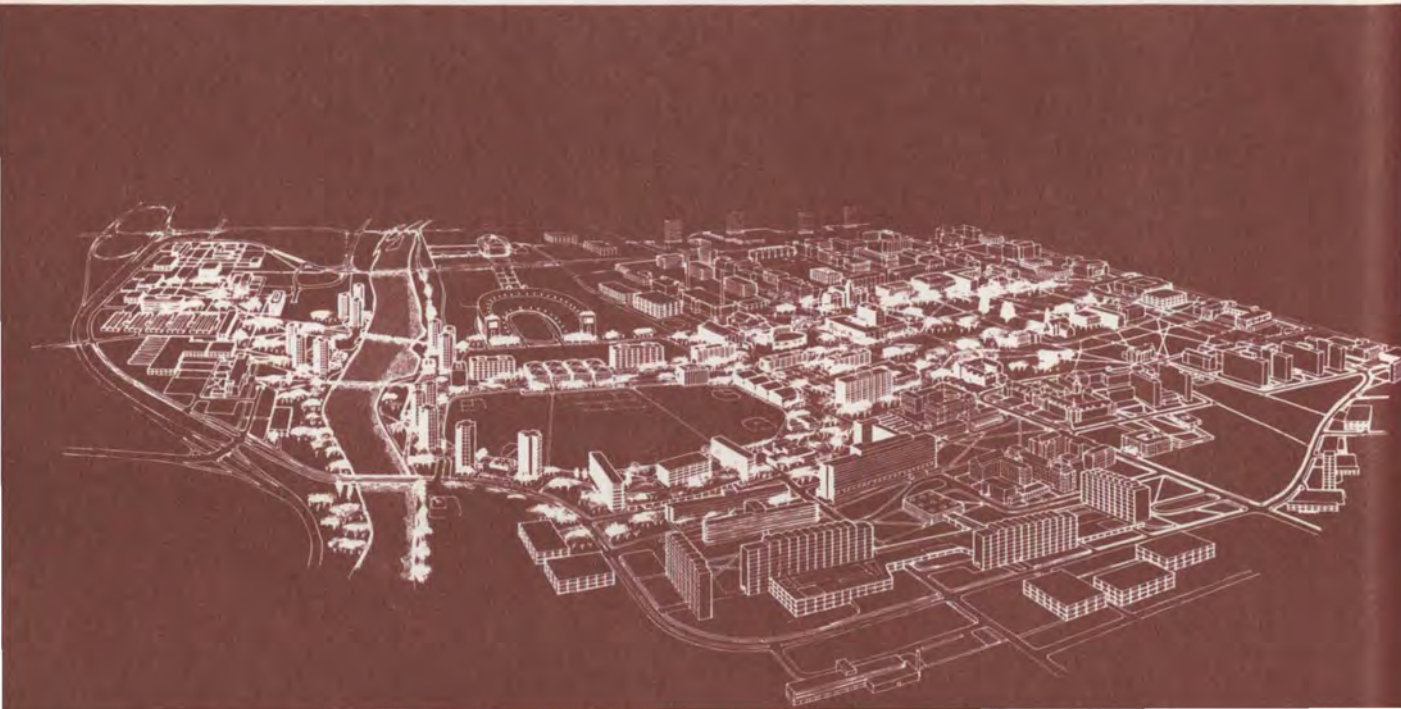
A Master Plan for Physical Development

A third major study by the University to bring about better planning and utilization of resources resulted this year in the announcement of a new master plan for future development of the physical facilities of the campus.

This study, which began in 1958, has been under the direction of the Office of Campus Planning, assisted by a firm of competent planning consultants. Participating in the planning have been administrative officials, selected faculty and students, and many non-University officials and neighborhood leaders concerned with development of the University and the immediate district.

The product of the three-year study, the new master plan, was adopted by the Board of Trustees in February 1962.

THE OLENTANGY RIVER will become a unifying element, as well as a symbol, for the University, changing the character of the campus from one having a river along one side to one through which a river flows.



The plan provides a broad framework within which the University can expand its physical facilities as required by enrollment growth or program changes.

A key principle is that no *target* enrollment figure was set. Rather the plan is a flexible one that can be adjusted to any enrollment level up to approximately twice the present figure.

The plan centers on a unified central academic area extending from High Street to the Chesapeake and Ohio Railroad. Within this area vehicular traffic and parking would be severely restricted and controlled. Building groupings, landscaping, and circulation facilities would be designed primarily to serve pedestrians. The Olentangy River Road would be relocated and both banks of the river would become choice building sites for residence hall towers.

The plan keeps the physical sciences and engineering in the area north of the Oval and east of Neil Avenue. Enlarged and improved facilities for the life sciences, including biology and the health professions, is created by relating the present Health Center to the new agricultural buildings west of the river. The social sciences and humanities occupy the center of the campus with the William Oxley Thompson Memorial Library as the focal point.

Residence halls for students are provided on three sides of the central academic area — those presently along West Eleventh Avenue on the south, a new development now under construction between West Woodruff Avenue and West Lane Avenue on the north, and the future high-rise dormitories along both banks of the river. Fraternity houses, sorority houses, and rooming houses east of High Street would complete the ring of living accommodations surrounding the central academic area.

The new master plan, with its emphasis upon a pedestrian campus, provides for a complete separation of urban and campus traffic. Urban streets would bypass the central academic area completely, and a separate campus street system would consist largely or a perimeter road surrounding the central academic area. Parking would be in underground garages or ramps within the central academic area and in underground or above-grade ramps around the perimeter. Surface lots would be confined largely to the area west of the river.

The approved master plan is a realistic approach to solving the expansion problems that now seem most likely to arise in the decade ahead. Expansion beyond these limits, if it should come, will require new master plans utilizing lands which can be made available and developed without undermining the validity of what has already been provided in the current master plan.

Part III: Where the University Stands..

On the Use of Closed-Circuit Television, Film Teaching Machines, and Other Aids

We are in a *knowledge explosion* as well as a *population explosion* with the attendant necessity to provide more, not less, instruction — not only to increasing numbers of resident students on this campus and in the branches but also to post-graduate and adult groups as well. It is apparent that we are dealing with a *quality-quantity* equation which cannot be solved by conventional methods of instruction. There are not now nor will there be enough classrooms, instructors, etc., to maintain instructional quality against mounting student numbers, to say nothing of improving that quality.

A major factor in *helping* to solve the equation will most certainly be the employment of television, radio, video tape and audio tape recordings, film, and self-instructional and self-testing devices. These media serve the instructional purpose by supplementing the contribution of the individual faculty member to the learning process; in some situations closed-circuit television provides to each member of large classes close observation of an operative procedure, a clinical situation, or a complex, expensive laboratory experiment which could not otherwise exist; other devices including programmed workbooks are designed to make the student more responsible for his own learning of certain factual information.

The University Telecommunications Center now has an 18-channel closed-circuit system and video tape recording center with cables running to 85 receiver locations in nine campus buildings. During the 1961-62 year, eight college level courses from the areas of health education, mathematics, psychology, and zoology were distributed over this transmission system to 15,403 students. During the year, under contract arrangements, the Telecommunications Center also provided instructional television service to 85,000 elementary and secondary students in central Ohio through the distribution of 15 courses.

To indicate how costly this kind of operation is, installation of the system cost $19,137.00. Two videotape recorders cost $52,500.00. Though 45 receivers were on campus, 20 more had to be purchased at a cost of $3,540.00.

On the Development of Branches

Ohio State enrolled 1,843 students on an inexpensive basis in the Autumn of 1961 in its branches. These branch operations included undergraduate programs in Lima, Marion, Newark, and Mansfield and graduate programs in Cincinnati and at Wright-Patterson field at the edge of Dayton. This was the first year all four Ohio State University undergraduate branches had offered both freshman and sophomore courses.

Beginning in the fall we will have a new undergraduate program in Lakewood. This is in keeping with the University's aim to try to help solve the problem of educating

more of our people in a world crying out for trained talent.

Each of the state-assisted universities in Ohio is active in the trend of decentralizing lower-undergraduate education. This is an effort to bring opportunity close to the home of the consumer, to search out and educate talent that otherwise would be lost, and to use with intelligence the limited resources available to us. In this single effort the existing public institutions are operating in 32 centers enrolling 11,978 students, the equivalent of another university at a fantastically low cost to the state. Subsidy appropriated for the entire operation this year was only $380,000.

On Part-Time and Continuing Education

The Board of Trustees last October gave responsibility for the development of a part-time and continuing education program to a new administrative division of the University, the Office of Part-Time and Continuing Education, and named Dr. G. Robert Holsinger as its first dean.

For many years the University Extension program has served Ohio. In addition, a continuing education program has been developing at Ohio State gradually over the years in the form of workshops, seminars, and short courses within the various colleges, departments, and schools. As dean, Dr. Holsinger is now working closely with the deans of the colleges, administrators of the college continuing education programs, department chairmen, and directors of the schools so that programs may be developed within an educationally sound framework.

Extremely important to serious students who, because of economic circumstances, have not been able to devote all of their time to University courses, the part-time program during the past year offered through 40 areas of instruction a total of 316 courses during evening hours. The 1962-63 Part-Time Education Bulletin lists 349 courses. (This can be compared with 302 evening courses offered in 1959-60.) All of these courses carry full University credit and are offered by the regular faculty of the departments concerned.

During the past year, more than 40,000 persons came to Ohio State to participate in workshops, seminars, and short courses developed by the Center for Postgraduate Medical Education, the Annual Accounting Institute, the Community Development Conference, and the Symposium on the Role of Food in World Peace, and others.

Facilities for such programs are an increasing problem. There is urgent need for a Continuing Education Center which would include meeting rooms, dining and housing facilities, and a number of other features which would make it possible to accommodate these groups coming to the campus without additional strain upon already overtaxed facilities.

As we rethink the approach of the University in the continuing education area, Dean Holsinger will also study the most effective coordination of the activities of his office with other agencies of the University, e.g., the Telecommunications Center, the

AN INTERNATIONAL SYMPOSIUM on "The Role of Food in World Peace" was held on campus in the spring. Government officials and scholars in the fields of nutrition, food technology, economics, history, political science, medicine, and agriculture took part in the program.

Agricultural Extension Service, and the Adult Education Center of the College of Education.

Continuing education undoubtedly is one of the great areas of development for The Ohio State University in the coming years. Why is it so significant? The Kellogg Foundation, long interested in this area, summarized in a recent report: "Through education, which must be as modern as the era, there can come the development of human resources to match what seems to be an avalanche of technological improvements. As methods in business, agriculture, science, and medicine change rapidly and frequently, so grows a necessity for an evolution in the instruction and training of people.

"There should be retraining and refresher opportunities. The new knowledge resulting from research in many fields must be communicated to the people for their application. Also a second chance must be given to those of our young adults who missed earlier opportunities for an education, as well as a continuing opportunity to senior citizens who, through the miracles of the health sciences, have had years added to their span of useful life.

"People want to develop and use their talents, and the need of people to learn persists long after the ending of their formal

education. Therefore, whether the persons be members of the professions, tradesmen, or housewives, they are given the opportunity of continued learning with programs built around their interests and needs, thus enabling them to diminish the gap between what they are and what they want to be."

The surest method of diminishing this gap is through education, not only for the young over the usual 16-year span, but on a continuing basis for the mature person throughout his life. Through its new Office of Part-Time and Continuing Education, The Ohio State University hopes to meet its increasing responsibility to the state and nation realizing that, as one of the nation's leading educators puts it, "a single period of formal education, even if it includes college, is no longer enough to serve throughout a productive lifetime."

On Interdisciplinary and Inter-Institutional Effort

Interdisciplinary efforts are becoming more and more necessary in instructional programs. For example, Ohio State's new program in Linguistics, in addition to including courses dealing with the history, phonology, and structure of individual languages or families of languages, draws on the related areas of language and culture (Anthropology), language learning and teaching (Psychology and Education), psychology of language behavior (Psychology, Speech, German, English), mathematical linguistics (Mathematics), and experimental phonetics (Electrical Engineering and Speech). Another example is the Russian Area Studies program which in addition to the Department of Slavic Languages and Literatures draws upon the related offerings from the Departments of Geography, Sociology and Anthropology, History, and Economics.

The new program leading to masters' and doctors' degrees in biophysics, in which each student will be thoroughly educated in the biological sciences, the physical sciences, and in mathematics will enable these students to bring the integration of these basic disciplines to bear on their research problems.

Meanwhile, Ohio State is taking a leading role in voluntary inter-institutional cooperation. The spectacular increase in knowledge has confronted all major universities with serious problems of specialization. The number of persons who are thoroughly competent in these specialties is often insufficient to meet the needs of all. In many cases the costs of specialized laboratories, instruments, and other physical facilities are so high as to be prohibitive to single institutions. Thus, to a rapidly increasing degree, major American universities are coming to share their special strengths in both faculty and physical installations. By agreement, they are also beginning development of specialties upon a carefully planned basis, thus avoiding needless and wasteful duplication of efforts and costs.

The Ohio State University is deeply engaged in seeking out opportunities for co-

WORK ON A DEFINITIVE EDITION of the works of Hawthorne has been undertaken by English professors from four universities, including Ohio State. The editors plan to complete the 12 volumes by 1964, the 100th anniversary of the death of Hawthorne.

operation with other institutions of its kind. In fact, it has played a leading role in this effort to gain greater strength through shared efforts. For example, Ohio State is a charter member of AURA (Associated Universities for Research in Astronomy), through which several major universities participate in a joint program and share the use of limited and very costly facilities. It is also affiliated with MILC (Midwest Inter-library Center), a cooperative agency to receive and hold infrequently used books and other resource materials which must be available when needed but which should not be duplicated in the libraries of all midwestern universities.

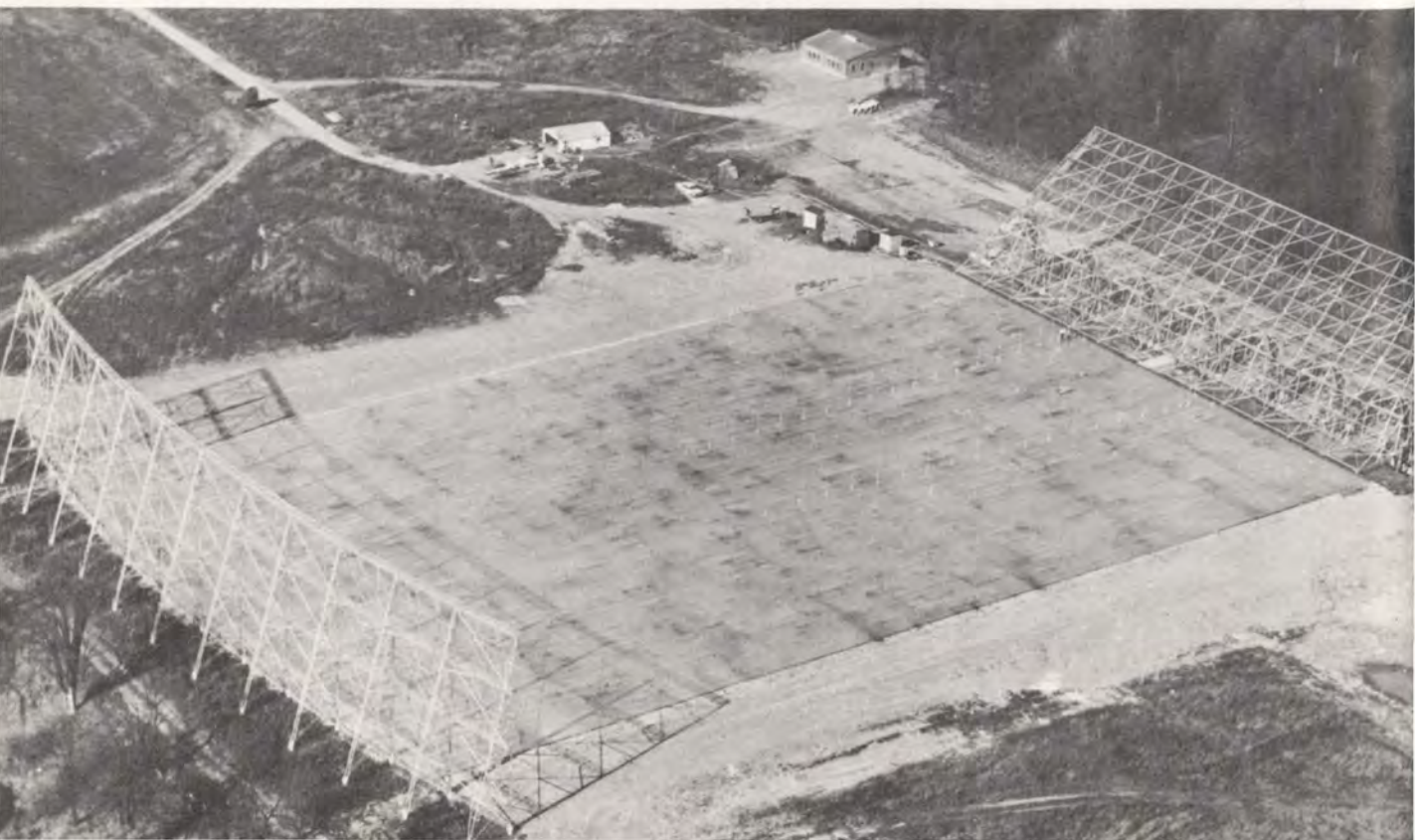
In the field of high energy physics, Ohio State is a member of MURA (Midwestern Universities Research Associates), through which several universities are attempting to provide very costly facilities which are beyond the resources of a single university but which may be shared by all. Likewise, the University is an active member of AMU (Associated Midwestern Universities), which seeks to relate the special resources, in both scientists and facilities, of the Argonne National Laboratory to the needs of institutions of higher education in the midwestern region.

Finally, the University has played a leading role in the founding and development

of the CIC (Committee on Institutional Cooperation). This is a voluntary association of 11 great universities (the members of the so-called "Big Ten" and the University of Chicago), planned by the presidents of the Big Ten group and supported in its initial stages by a substantial grant from the Carnegie Corporation. Each of the member universities retains full control of its own program and the committee seeks only to encourage and facilitate cooperative efforts on the part of any two or more institutions. In a score or more ventures, the CIC has succeeded in stimulating discussions among interested parties, leading to a sharing of strengths and facilities, a reduction in needless duplication, and the development of cooperative programs which might otherwise lie beyond the reach of a single university.

Finally, in an interesting joint endeavor, Miami University and The Ohio State University laid plans during the year for a Miami-Ohio State university to be built in the Wright Field area near Dayton. Residents of the Dayton area contributed $6,125,000 to start the branch university and at the same time add two buildings to the University of Dayton. Present plans call for the new institution to be in operation as

THE UNIVERSITY'S HUGE RADIO TELESCOPE has a fixed parabolic reflector standing 70 feet high and 360 feet wide. Opposite it, 500 feet away, is a flat tilting reflector 100 feet high and also 360 feet long. The units are separated by an aluminum-covered concrete ground screen.



soon as the site is acquired, a campus plan is developed, and the first building is constructed.

On Undergraduate Enrollment

The Ohio State University is making every effort to provide for increasing numbers of students while at the same time maintaining and increasing its standards of excellence.

Through meetings with counselors, principals, and other guidance personnel in many cities and counties over the state, the University has made a continuing effort to bring to the attention of these persons the fact that the University has a strong faculty, a fine library, and adequate physical facilities, and that thus it will be able to challenge the finest students the high schools can send. As evidence that these opportunities are recognized, the University enrolled 273 valedictorians and salutatorians from high schools this year. The University expects to continue its consistant effort to bring to the campus the very finest of the high school graduates.

In order to provide the best educational opportunities for the students who come with inadequate preparation, the University has asked that graduates from the lower one-third of their high school classes enter at some time other than the Autumn quarter. Undoubtedly, the University will continue to modify its admission policies consistent with the goal of providing the best possible education to the greatest possible number of students.

On Graduate Enrollment

The Ohio State University has long been recognized as the capstone of the higher educational system in the state. Graduate education, professional education, and research have constituted a major emphasis in the development of the University.

Graduate enrollment reached a new high this year in the Autumn quarter: 4,233 graduate students enrolled in the Graduate School's 74 departments of instruction. This number represented an increase of 73 per cent over the enrollment in 1951. Of the students registered in 1961, 1,436 were working toward the Ph.D. degree; 2,309 toward the masters' degrees, and 382 were special students.

The Graduate School has been a leader in the establishment of new graduate offerings in a variety of fields, including music and geodetic science. These developments and the continuation of older, established programs have been possible because of the presence of a first-rate faculty, excellent laboratories, and splendid library and other facilities. Such leadership in graduate and professional education attracts not only superior students from Ohio's other colleges and universities but from other states and foreign countries as well.

It is recognized that graduate and professional education require an expenditure of an excessive amount of time on the part of the students as well as high financial support on the part of the University. A continuing effort is being made to the end that every economy consistent with high quality will be realized.

On Nonresident Students

Shortly after the close of World War II, the Board of Trustees established a priority system for the admission of students into the University. In essence this action established the following priorities: first, students in school; second, Ohio veterans; third, Ohio non-veterans; fourth, nonresident veterans; fifth, nonresident non-veterans.

This priority system was established with the understanding that as a state university the first obligation was to Ohio veterans and then as a state university the next obligation was to those whose parents have made the University possible through the years. Within this framework, students have been admitted consistent with the facilities available at the University. When it was found necessary to limit enrollments in the various professional schools and certain areas of the Graduate School, Ohio residents were given first priority.

Recognizing the contribution which nonresident students and international students can make, these students have been admitted consistent with facilities available in the various departments and colleges in the University.

At Ohio State this year 11.9 per cent of our students were classified as nonresidents. People often criticize us for admitting out-of-state students, but to close the door to them would be a serious mistake. Why? (1) Only students of superior ability are admitted from outside Ohio, thus raising the standards of the entire student body. (2) According to at least two studies since World War II, it has been established that the number of Ohio students attending college outside the state is balanced by the number from other states attending in Ohio. Since the fees charged to nonresident students in general are just about twice the resident fee, the state would be faced with increasing appropriations or fees would need to be increased to make up the difference if we restricted attendance to resident students. (3) The number to be educated would not likely decrease if we restricted enrollments, since other states would do likewise with the result that provincialism in our state would be intensified, and provincialism in this day of no limits around knowledge could only weaken our structure, isolate students from the world of scholarship, and debase the quality of each student's educational experience. Anyway, retribution among states instead of cooperation in higher education is counter to the best use of the nation's resources.

STUDYING blinding eye disease

Part IV: The University Moves Forward

MAKING Antarctic ice movement markers

HEART VALVE developed at Ohio State

CERTAINLY WE WOULD NOT WANT to give the impression that apprehension over future difficulties and intensive planning to overcome them has paralyzed the University. Ohio State is far too dynamic by tradition and habit to be stymied by any such cirmumstances. The administration and the faculty of the University are continuously searching for improved methods and procedures in higher education. This has led to exciting progress on many fronts.

The University's Extensive Research Program

The discovery of new knowledge is a major function of every great center for higher education. But the discovery of a fact itself is not enough in a university setting. Research must be related to teaching in every possible way so that there will be a constant flow of new talent, of minds fully developed and able to go forward to new discoveries in years to come. This is the unique function which sets the true university apart from other centers for research. In keeping with this emphasis upon research as a means to development of keen and inquisitive minds, the teaching value of a specific effort is an important criterion in selecting those projects which The Ohio State University will nurture and support.

The total volume of research at Ohio State has far more than doubled within the past five years. There has also been a very significant broadening of the base, so that now virtually every department on the campus is deeply involved in research of high quality and significant breadth. The variety is great, ranging from the work of the single scholar in the depths of the library or the quiet of his study to large ventures in science which often require teams of researchers and huge installations of complex instruments.

Most of the research projects at Ohio State are underwritten by the Department of Defense, the National Science Foundation, and the National Institutes of Health.

Much research is carried forward as a part of the normal progam of a college, a department, or a single faculty member whose employment by the University calls for research as an integral part of his total service. Other important areas of research are provided for by special legislative appropriations. Grants from foundations, public and private, account for another large segment of support. Through its own endowed funds, such as the handsome one established by Ralph Davenport Mershon, the University is able to establish and maintain many programs of discovery of unique value.

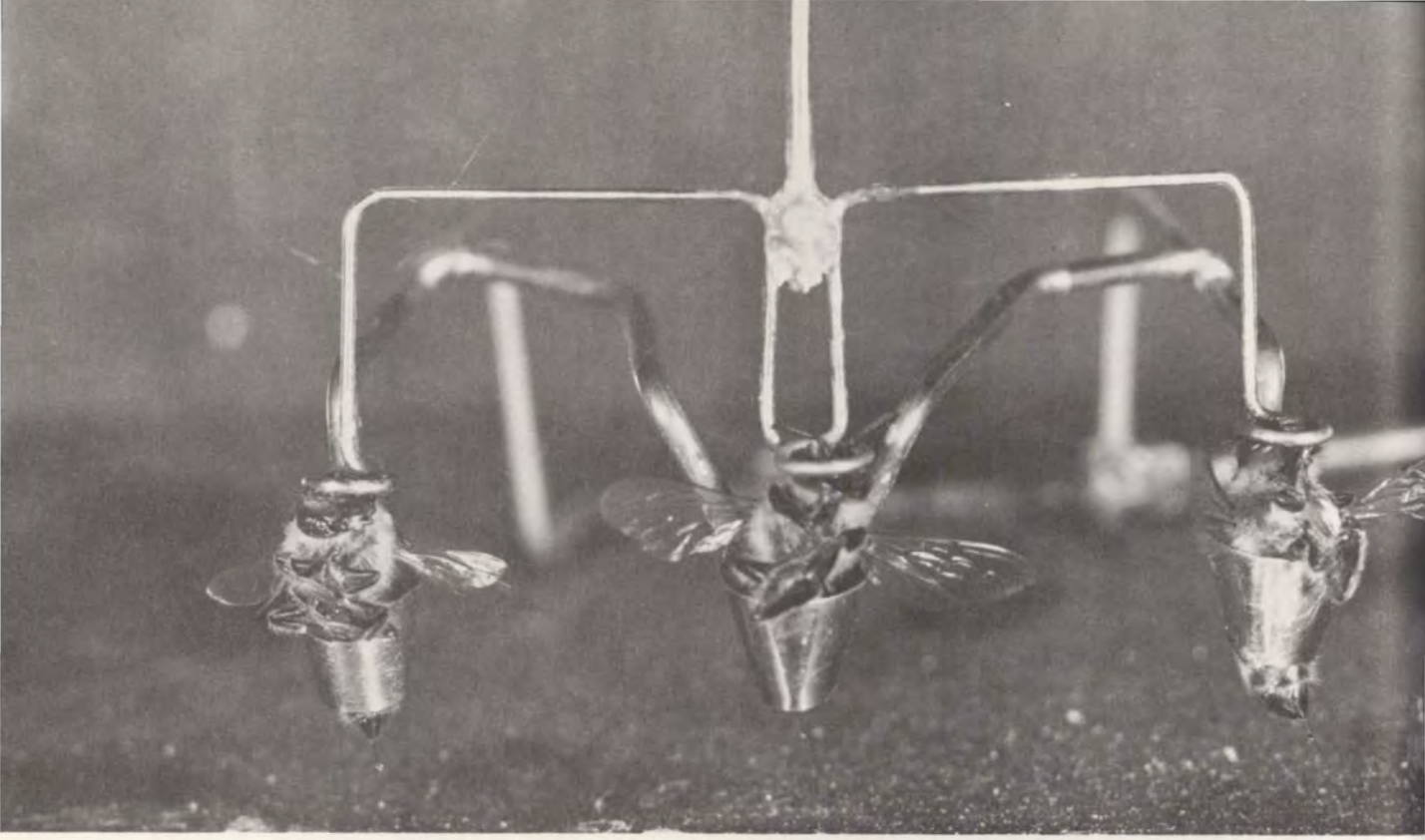
Singling out a few examples is unfair to the many hundreds of research scholars who are actively engaged every day in extending the frontiers of what is known and increasing the number of trained minds upon which the future must depend. Mention may be made, however, of such things as the preparation of a definitive edition of the works of Hawthorne, the development of parabolic reflectors for use in communication by means of satellites, basic research

GERM-FREE STUDIES at the Ohio State University have been praised by colleagues in other institutions throughout the world.

to discover the causes of blinding eye diseases, explorations of both the Arctic and Antarctic regions, studies into the nature and possible therapy of heart disease, the determination of both physical and cultural needs of older persons, and the development of new materials and methods to further the exploration of space.

It can be truly said that, by its very nature as a major center for higher education, The Ohio State University fully recognizes that research that is broad and deep must flourish on its campus. In fact, the most significant single development within the post-war years has been the vast increase in emphasis placed upon research as an essential and integral part of the daily work of the University.

The immensely complicated problems of today's world often call for the special knowledge of teachers and research workers in several fields or disciplines, thus crossing old lines of subject matter and departmental organization. For example, the approach to an understanding of human nutrition may call for work in such fields as physiology, biochemistry, microbiology, and dietetics. Or one in vision may depend upon the special knowledge of the anatomist, the ophthalmologist, the psychologist, the biochemist, and the pathologist. There may also be a need for highly specialized



HONEY BEES on "hot-seats" — Bees held in platinum cups are given droplets of venom, which can be seen on the tip of each extended stinger. The stinger shoots out and the droplet emerges when a low-voltage electric current is applied through the cup and the halo. Normally, three droplets, a minute apart, are collected from each bee. The venom is used at Ohio State as bee sting anti-toxin.

TWENTY-TWO STUDENTS were enrolled during the winter quarter in the first Chinese course to be offered by Ohio State.

and expensive equipment which would be used only minimally by one department but which may be used to its full value if shared by several.

The Changing Curricula

The vitality in the University's curriculum, which of necessity must be under constant revision, is well illustrated by the fact that during the academic year of 1961-62 the Council on Instruction approved the addition of 181 new courses and the permanent withdrawal of 107 courses no longer considered pertinent and necessary to our degree programs. Several departments and schools recently have undergone intensive curricular studies which have resulted in improved courses and programs. Through the development of honors programs in undergraduate colleges, more individual attention to and greater opportunities for the able and highly-qualified student are being provided.

Despite only a small increase in total graduates over last year, the number of graduate students in mathematics increased by 43%, in English by 37%, and in sociology and anthropology by 25%.

As the result of approval of new courses and degree programs in the field of Slavic Languages and Literatures and East Asian Languages and Literatures, undergraduate majors are available in Russian and Chinese with related course work in Serbo-Croatian and Japanese, respectively. The master's degree in Slavic Languages and Literatures is also now available.

The International Dimension

In pursuit of its major goals of research, teaching, and service, the University, through the years, has recognized and served human needs wherever they have been found.

Clearly the University has undertaken to relate its academic program to the demands of the world situation as it is today and as it can be estimated that it will be in the lifetimes of our students.

Ohio State's move into the new frontier of linguistic development during the past academic year is a prime example. Having acquired one of what according to Fred Hechinger of the *New York Times* was only about 60 Chinese instructors currently in American academic institutions, the University offered for the first time in its history a course in beginning Chinese. The course, intended as a start in the area of East Asian Languages and Literatures, was the only one in Chinese offered last year by any college or university in the state.

The introduction of Chinese, one of seven languages recently called "critical" by the U.S. Office of Education, is but one of several interesting developments at Ohio State resulting from a rising tide of foreign language registrations (up 62 per cent from just two years ago) and the nation's increased concern over foreign language competency dating back to 1957 when the Russians launched their sputniks.

Ohio State continued to broaden offerings in Russian and related languages during the year with an additional step taken in the creation of the new Department of Slavic Languages and Literatures. Preparation has been concluded for offering Japanese during the coming year. The initiation of courses in many departments, the acquisition of books, and the bringing together of faculty members who have interests and competence in problems that pertain to the Russian area and East Asian area are parts of our ongoing development. These developments will continue to go on as rapidly as opportunity to secure faculty, books and other facilities permits. In this way, The Ohio State University will find itself in a position to contribute increasingly and significantly to the training of statesmen who will be able to contribute to world betterment.

Within the past decade, the University has entered into contracts with foreign governments, notably the Government of India, to aid in the establishment of land-grant college prototypes in overseas areas.

We are now engaged in projects in India through agriculture, education, and engineering. (These projects are being conducted at no cost to Ohio taxpayers.) The University has had members of its faculty serving in various educational projects in India since 1955, at the request of the government of India, and with funds provided by the U.S. Agency for International Development. India has long admired the academic excellence and the vibrant approach to teaching, research, and service which characterize land-grant universities such as Ohio State. For seven years now, the University through the College of Agriculture and Home Economics has assisted India in developing high-quality agricultural colleges for the purpose of integrating teaching, research, and extension in the northern region of that country. Since the program began, more than 20 staff members have served in India.

Since 1956, Ohio State has also provided India with advisory service toward an upgrading of its secondary educational system by working with teachers of India through the Ministry of Education. The earliest effort involved the organization of extension centers connected with 57 colleges and universities in India. These centers were concerned with the improvement of instruction in academic subjects at the secondary school level.

In 1958 the College of Education became involved in development of multipurpose secondary schools through the improvement of vocational education subjects, by upgrading vocational guidance activities, and by helping to develop new concepts of testing and evaluation.

Education faculty currently in India are developing exemplary teacher education colleges in four regions of India. Entirely new in concept and in reality, these colleges will prepare many of the teachers required to staff the 2,000 multipurpose secondary schools of India.

Ohio State also has added further service to its program in India in recent months through the work of the College of Engi-

neering which is cooperating with a consortium of eight other American institutions of higher learning in the development of an Institute of Technology at Kanpur. The consortium includes California Institute of Technology, Carnegie Institute of Technology, Massachusetts Institute of Technology, The Ohio State University, Princeton University, Purdue University, University of California, University of Michigan, and Educational Services Incorporated.

The program will provide three major areas of assistance. Faculty from each of the American schools will be working in India with Kanpur faculty; staff members from the Indian Institute will get experience at the schools in the United States; and the American universities will assist in the planning for and procurement of equipment, materials and supplies for the Kanpur Institute not available within India.

A consortium of universities to carry out a foreign university assistance project is a new concept in this country's foreign assistance operations.

Because of its experience with the technical assistance program in India, its interest in international affairs, and its comprehensive facilities, the University was selected as the training site for the Punjab Peace Corps Projects last Autumn. The Punjab government and the Central government of India requested Peace Corps volunteers to assist in the Indian program of intensive agricultural development. Trained by faculties of the Colleges of Agriculture

AFTER 10 WEEKS of intense training on the Ohio State campus, 26 Peace Corps volunteers left in December for two years of service in the Punjab area of India.

and Home Economics, Arts and Sciences, Commerce and Administration, Education, and Medicine, the 26 volunteers are working closely with Indian extension advisers giving assistance to village level workers in agricultural demonstrations. The goal of the program is the single most important development object in India — to increase food production to meet the needs of a population of over 400 million expanding by nearly 8 million annually.

Still further evidence of the interest of the University in world affairs can be found in the numerous exemplary programs, short-courses, and seminars of international scope offered by the colleges of the University.

A notable example was a three-day International Symposium on *"The Role of Food in World Peace."* Some 6,000 persons representing nations throughout the world were invited to participate in the symposium, which was held in observance of the land-grant centennial. The symposium provided opportunity for critical examination of the concept that helping food deficit countries to enhance the nutritional status of their people and to produce more adequate food supplies will enhance the prospect for world peace. The symposium focused international attention upon the magnitude and complexity of the problems inherent in the concept that food and peace are sequential. Among the distinguished speakers were Murray D. Lincoln, president of Nationwide Insurance Co., Columbus, and task force chairman of President Kennedy's food for peace program; B. R. Sen, director-general of the Food and Agriculture Organization, Rome, Italy; and J. George Harrar, president of the Rockefeller Foundation, New York City.

The Ohio State University long has had an interest in world affairs as evidenced by its sustained interest in education for foreign students and by the encouragement of staff members to work and study in universities overseas. Ohio State ranks among the top 20 nationally in the enrollment of foreign students among 1,666 institutions of higher education. Currently enrolled are more than 550 students representing 67 countries.

And, of United States institutions of higher education having more than 30 faculty members abroad, Ohio State ranks among the top 11 in the nation, with some 34 members of the faculty on assignments in various countries around the world.

Interesting New Facilities

Excellence in equipment and buildings is important to a university. Ohio State can boast of superb facilities in many areas while, unfortunately, in others buildings and equipment are less than adequate. The needs of the University are given major consideration in Part V of this report. Here it is hoped that we can mention a few of the exciting new building projects and equipment developments either completed or in progress during this past year:

Morrison Tower — $2,105,000 women's residence hall at 196 W. 11th Ave. This hall, financed as a self-liquidating project,

will be opened to 485 women students in the Autumn of 1962. The building was named in memory of Mary Frank Morrison, the first woman to graduate from The Ohio State University. She received her bachelor's degree in 1879.

Additional Accommodations at the Stadium Scholarship Dormitory — Seventy-six additional men were able to move into the Stadium Scholarship Dormitory during the year after facilities were expanded. This brought the total number of men housed there to 368.

Steeb Residence Hall for Men — Ohio State's fourth 11-story residence hall for men was opened during the year, adding facilities for 496 students. This was a self-liquidating project.

Residence Halls on the North Edge of the Campus — Preliminary work began on two four-story residence halls for 430 students to be the first to rise in what has been planned as a large housing complex for 4,600 students at the north edge of the campus. The University's present residence hall facilities are located largely on the south side of the campus and accommodate 5,636. A number of design and construction features were put into the plans for these residence halls, bringing the cost of building these self-liquidating structures well below the cost figure for others recently built at Ohio State.

Married Housing No. 2 — First occupants in the University's second group of apartments for married students moved into 16 buildings with one- and two-bedroom apartments for 200 student families.

Mathematics Building — To provide facilities for an anticipated doubling of the mathematics staff and graduate program, this state-financed building was expected to be completed in the Summer of 1962.

Rehabilitation Hospital — Ohio State's new Rehabilitation Hospital was opened during the year to its first contingent of patients from the Ohio Rehabilitation Center. The 32-bed, four-story hospital is serving in its special way to restore the incapacitated. Part hospital, part school, part social agency, the facility combines the best in medical diagnosis and treatment with a wide variety of skills and facilities available at the University.

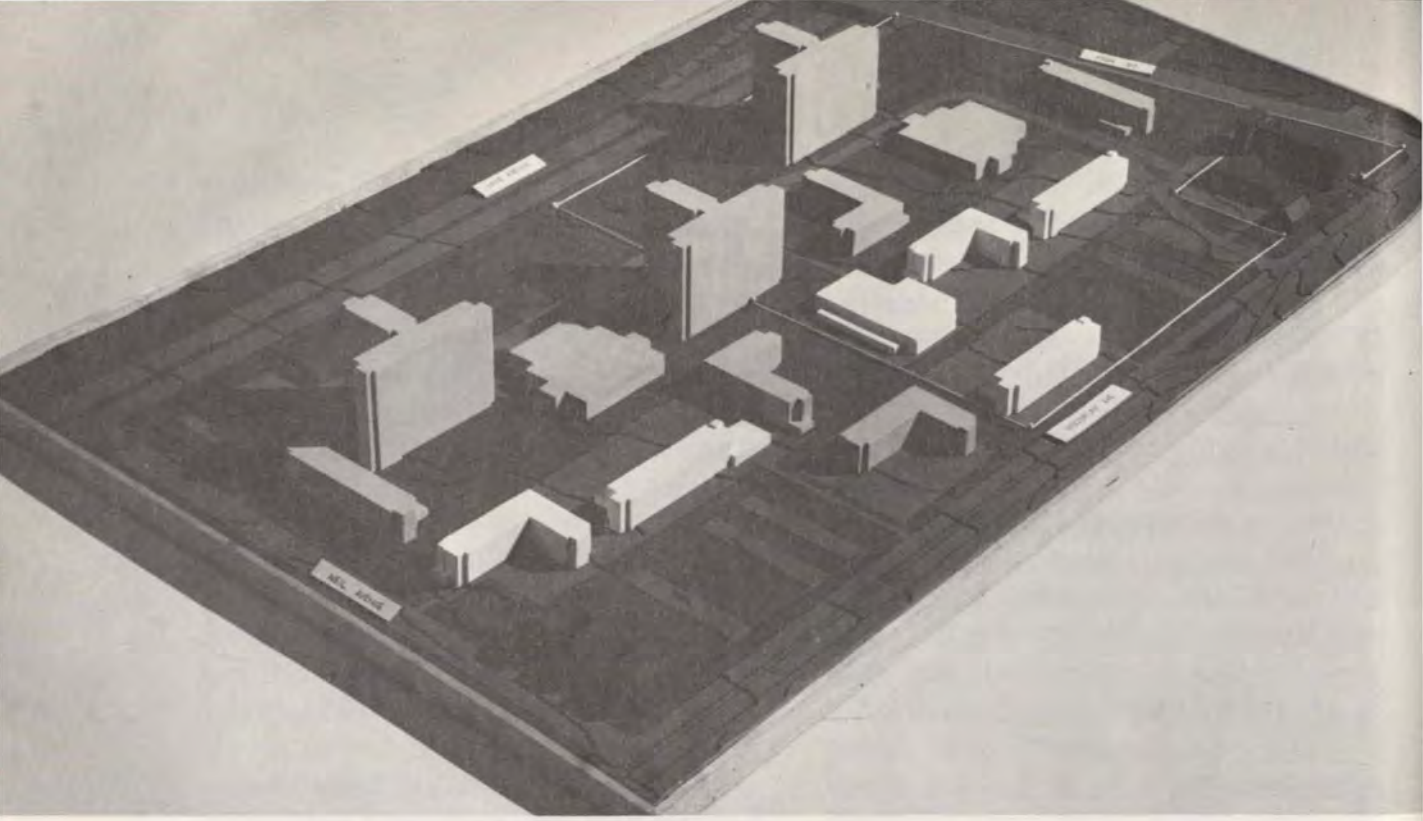
Goss Laboratory — This facility, state financed, will house graduate and undergraduate laboratories, as well as classrooms, audio-visual facilities, and animal stalls and pens.

Fine Arts Addition — A five-story addition to the Fine Arts buiding, this will provide offices, classrooms, studios, and galleries serving more than 2,100 students. It is expected to be completed by early 1963.

Botany and Zoology Addition and *Campbell Hall Addition* — These additions, state financed, will provide for the expansion of graduate programs in botany, zoology, and home economics.

Ice Rink — A self-liquidating ice rink project was completed on the east side of St. John Arena. The rink, enclosed, can be used throughout the year by students.

Research Facilities for Aviation Psychology — Remodeling was done at the University's Research Center, 1314 Kinnear



THIS IS A MODEL of a large housing complex being started on the north edge of the campus. Some 4,600 students will be housed in the residence halls in this area.

Rd., expanding laboratory space for Aviation Psychology. Work is under way there for the United States Air Forces on information-processing and decision-making, using simulated command-control systems.

Research Facilities for Behavioral Sciences — Plans were approved for conversion of space under the east side of Ohio Stadium into research facilities and offices for the behavioral sciences on campus.

The University Antenna Laboratory's New "Saucer Field" — An array of four 30-foot parabolic antennas located on the field station grounds at 1320 Kinnear Rd. Designed for deep space probes, the array is capable of scanning in all directions and has been proposed as a practical and economical system for constructing high gain antennas. This array was financed through a research project sponsored by the United States Air Forces.

Van de Graaff Accelerator — With National Science Foundation funds, it was possible to purchase a 5.5 million electron volt (mev) Model CN Van de Graff accelerator. This will help the University expand its range of research in low energy nuclear physics.

Closed-Circuit Television Network — To effect important savings in faculty time, provide better utilization of classroom

space, reduce need for costly materials and preparations, and maintain high quality instruction, an 18-channel closed-circuit television network linking WOSU-TV and seven major classroom buildings became a reality during the year. With the system in operation, students enrolled in eight courses in health education, home economics, mathematics, and zoology receive both demonstrations and lectures by selected instructors. Also, zoology students at branch centers in Marion and Newark, where special antennas were installed and tuned to WOSU-TV, receive lectures and demonstrations identical with those offered on campus.

An example of how the system works is provided by Mathematics 439 in which 1,000 students were enrolled. A faculty member taught the class at 8 a.m. While he was speaking, his lessons were televised and distributed simultaneously to other classrooms. Lessons were at the same time tape-recorded and repeated for other sections at 10 a.m. and 2 p.m.

Hinman Collator — A specialized optical instrument was secured for the library which enables scholars to detect quickly minute variations in copies of the same edition of a published work. One of only 13 in existence, the collator, costing $5,000, is being used to produce the first definitive edition of the works of Nathanial Hawthorne.

New Library Stacks — Following many years of request, the state allocated funds in 1960-61 to equip Decks 8 and 9 in the Main Library with stacks. Stack space was virtually depleted and as a consequence books were being shelved out of classification order. Construction began in June and was completed in the fall of 1961. A great deal of attention was given to the new type of carrel designed for these decks in order to provide greater privacy, somewhat more space, and more comfortable quarters than in the old ones.

Major Personnel Changes

Ohio State's exceptionally strong and able faculty and staff were further strengthened this year by a number of major promotions and appointments by the Board of Trustees, among which were:

In July

L. Orin Slagle, Jr., Assistant Dean, College of Law, Effective 7-1-61

In September

Donald D. Renwick, Professor, Air Science, Effective 8-1-61

Erwin H. Schneider, Professor, School of Music, Effective 10-1-61

Richard U. Sherman, Jr., Professor, Mershon Committee on Education In National Security, Effective 10-1-61

Junius F. Snell, Professor, Agricultural Biochemistry, Effective 8-1-61.

Gordon M. Epperson, Associate Professor, School of Music, Effective 10-1-61

Homer K. Geiger, Associate Professor, Sociology and Anthropology, Effective 10-1-61

John P. Hirth, Associate Professor of Metallurgical Engineering, Mershon Committee on Education In National Security, Effective 10-1-61.

John T. Bonner, *From* Associate Professor, Business Organization, *To* Executive Dean, Student Relations, Effective 9-1-61.

C. Gratton Kemp, Associate Professor, College of Education, Effective, 10-1-61

Alexander Main, Associate Professor, School of Music, Effective 10-1-61

Herman Trubov, Associate Professor, Bureau of Educational Research and Service, Effective 10-1-61

Mark F. Walker, Associate Professor, School of Music, Effective 10-1-61

Jerome J. Hausman — *From* Director and Associate Professor *To* Professor and Director, School of Art, Effective 7-1-61

In October

G. Robert Holsinger, Jr., Dean, Part-Time and Continuing Education, Effective 10-1-61; Secretary, University Faculty, Effective 1-1-62.

Gilbert Coddington, Associate Professor, School of Architecture and Landscape Architecture, Effective 10-1-61

Edward J. Furst, Associate Professor, Psychology, Effective 10-1-61

George R. L. Gaughran, Associate Professor, Anatomy, Effective 10-1-61

Bernard J. Lachner — *From* Associate Administrator of University Hospital *To* Assistant Dean, College of Medicine and Associate Administrator of University Hospital, Effective 10-1-61

In November

Desmond L. Cook, Associate Professor, Bureau of Educational Research and Service, Effective 1-15-62

In December

David L. Clark, Associate Dean, College of Education and Associate Professor, Bureau of Educational Research and Service, Effective 1-1-62

Robert E. Taylor — Associate Professor, Agricultural Education, Effective 1-1-62

In January

Thuppalay K. Menon, Associate Professor, Electrical Engineering, Effective 1-1-62

In March

Theodore J. Jenson — *From* Professor, Department of Education — *To* Professor and Chairman, Department of Education, Effective 7-1-62

In April

Robert E. Oates — Transferred *From* University Counseling and Testing Center *To* College of Arts and Sciences. Title changed from Director of Orientation Programs and Supervisor of Testing *To* Assistant Dean, Effective 4-1-62

Part V: The Problem Remaining

THE TROUBLESOME PROBLEM remains of finding financial support adequate to our demonstrated needs.

If The Ohio State University is to perform its assigned mission effectively, to achieve even greater excellence in its performance, it must have resources with which it can meet changing needs.

We at the University have pledged our best efforts to making our operations as efficient as human beings can. We have promised to offer ever-improved educational programs for students who come to our campus and branches. We intend to keep our part of the compact. But we must have the support of those we serve if we are to be successful.

The Task of Finding Support Adequate to Our Demonstrated Needs

Appropriately, questions are often asked about the University's costs. In answering such questions, two often misunderstood facts are important to remember: (1) State tax dollars provide only about 45.5 per cent of the University's total budget each year, and (2) Ohio State's total instructional cost is relatively high because such a large percentage of the University's students are in advanced studies, graduate and professional, which are more costly to offer than are undergraduate programs.

It's more expensive, for example, to educate a medical doctor than an accountant, more expensive to educate a nuclear physicist than a journalist. Ohio State is proud of its graduates in each field, but the fact remains that it costs a great deal more to prepare some than others.

A common fallacy is that educational budgets should be set up on a "head count" basis, that budget makers should arrive at a cost-per-student, multiply that cost by the number of students, and thus arrive at a total for the year. But students and their fields of study are not comparable.

The Ohio State University prepares its request for appropriations on the basis of the educational programs which it conducts and on the basis of expected enrollment. The University must take into consideration undergraduate, graduate, and professional programs — all important to the people of Ohio.

The differences in the educational programs of the colleges and universities of the state determine the differences in financial need between one institution and another. The Ohio State University does not advocate any particular portion of the state's total educational budget as its share. The University simply requests funds necessary to do the educational job which is its responsibility.

The University's Capital Needs

To keep abreast of new fields of knowledge, to meet our research obligations, and to remove present deficiencies in our facilities for advanced instruction and research, the University must have an enlarged teaching staff, adequate buildings and equipment, and housing for students. The University has long-range plans to meet all these needs, if money can be secured to carry the plans into effect.

It is perplexing that no additional funds are in sight for capital improvements at Ohio State or at the other state universities and their branches despite knowledge that freshman enrollment will increase in the six institutions by almost 50 per cent as early as 1965.

In presenting its capital outlay budget to the state for the next six years, the University during the coming autumn will note primary needs for facilities to accommodate expanding office, research, and classroom requirements which are so characteristic of Ohio State's emphasis on top quality undergraduate, graduate, and professional programs. These needs perhaps can be best described in groupings or packages:

Graduate Research Center for Engineering and the Physical Sciences

In the next six years, The Ohio State University must find it possible to secure:

An addition to the Physics Building with improved planetarium and optical telescopes for Astronomy. This project will cost approximately $3,264,080.

An addition to Evans Chemical Laboratory and a conversion of Engineering and Laboratory Supply space in McPherson to Chemistry use. These projects will cost approximately $1,622,600.

Conversion of the Pharmacy and Bacteriology Building for use by Mathematics. This project will cost approximately $475,000.

Modernization of laboratories for Geology in Orton Hall and Mendenhall Laboratory. This project will cost approximately $317,500.

A new classroom, office, and laboratory building for Agricultural Engineering. This project will cost approximately $1,775,800.

New facilities for Engineering Mechanics and Welding Engineering. Projects connected with the provision of such facilities will cost approximately $3,017,125.

Modernization of space in the Industrial Engineering Building for Departments of Industrial Engineering, Welding Engineering, and the Davis Welding Library, and a New Systems Engineering Building. These projects will cost approximately $2,621,500.

Conversion of space in the Communications Laboratory for use by Electrical Engineering, and the construction of an Electronics and Communications Building. These projects will cost approximately $2,864,650.

Major equipment for completing the rehabilitation of Robinson Laboratory for Mechanical Engineering, and Power Plant improvements. These projects will cost approximately $1,780,000.

An Airport Administration Building, runway improvements and land for expansion at Don Scott Field, additional hangar facilities, airport fire protection and service facilities, an Aerodynamics Laboratory, and a new Rocket Laboratory. These facilities will cost approximately $2,271,350.

An addition to the Chemical Engineering Building to house Mineralogy, Metallur-

gical Engineering, and Ceramic Engineering. This project will cost approximately $2,300,000.

Modernization of the Engineering Experiment Station and conversion of the Stores and Receiving Building for Engineering Research. These projects will cost approximately $1,864,200.

An addition to the Civil-Aeronautical Engineering Building to house Engineering Drawing, Architecture, Landscape Architecture, City Planning, and College Administration; rehabilitation and minor expansion of Brown Hall space for Photography; and a new Engineering Area Library. These projects will cost approximately $3,804,975.

Graduate Research Center for Agricultural Industries and the Biological Sciences

The Ohio State University likewise will find it necessary to secure, in the next six years, the following:

Construction of a new Zoology and Entomology Research Building and construction of new plant growth experimental laboratories and greenhouses. These projects will cost approximately $3,825,200.

New Microbiology Building that will cost an approximate $3,595,991.

A new Biochemistry Building. This project will cost approximately $3,499,262.

New research and teaching facilities for Dairy Science and Animal Science at the Waterman Farm and at Don Scott Field and a Dairy Technology Addition to Vivian Hall. These projects will cost approximately $1,784,400.

A new classroom, office, and laboratory building and new greenhouses for Agronomy. To do this will cost aproximately $2,702,200.

A new classroom, office, and laboratory building and new greenhouses and gardens for Horticulture and Forestry. These projects will cost approximately $4,096,400.

University Airport Farm Storage Center, a new Farm Headquarters Building, an Animal Behavioral Laboratory, an Animal Biodynamics Research Laboratory, additional animal quarters at Kinnear Road Research Center, and facilities for conditioning, holding, and breeding laboratory animals. These facilities will cost approximately $1,316,179.

Center for Advanced Studies in the Health Sciences and Professions

Ohio State in addition must find it possible to secure the following within the next six years:

An addition to accommodate graduate students in Dentistry. This project will cost approximately $854,475.

A new building for basic sciences, library, and college administration in the College of Medicine. This project will cost approximately $6,614,230.

A School of Nursing Building. This will cost approximately $1,963,800.

An addition to the Health Center Re-

search Laboratories. This project will cost approximately $1,389,575.

A new Pharmacy Building which will cost approximately $2,970,000.

A new Veterinary Hospital which will cost approximately $3,850,000.

An out-patient hospital. This will cost approximately $3,483,029.

An addition to the Rehabilitation Center. This project will cost approximately $717,050.

Remodeling of Physiological Chemistry space in Hamilton Hall for use by Pharmacology; conversion of School of Nursing space in Starling Loving Hall for use by paramedical studies; and remodeling of University Hospital. These projects will cost approximately $1,286,900.

The air-conditioning of University Hospital. This will cost approximately $2,156,300.

Center for Advanced Studies in Business, Education, and the Communication Arts

Within the same six years, The Ohio State University must find it possible to secure:

A new Language Building and a new office, classroom, and laboratory building for Speech. These buildings will cost approximately $3,587,940.

A new Nursery School and new Home Management apartments. These projects will cost approximately $936,900.

A new Speech theater which will cost approximately $1,370,000.

An addition to Mershon Auditorium for Music. This project will cost approximately $1,850,000.

A new Journalism Building costing an approximate $1,908,080.

New Teacher Education facilities including an Industrial Arts Building, a building for the Center for School Experimentation, conversion of University School for use by the College of Education, and conversion of Lord Hall for temporary use by the College of Education. These projects will cost approximately $5,279,400.

Alterations in Page Hall to provide improved library facilities for the College of Commerce and Administration and offices and research space for other departments of the College, and conversion of a portion of Pomerene Hall for the School of Social Work. These projects will cost approximately $699,760.

Construction of a Center for Tomorrow with facilities for continuing education, telecommunications, and defense studies; and facilities for further expansion of use of educational television building addition at WOSU-TV. These projects will cost approximately $4,636,270.

Conversion of the Service Building to Social Science Research. The project will cost approximately $631,500.

Additional facilities for the teaching of Women's Physical Education, conversion of the laboratory portion of Townshend Hall to classroom use, and the conversion of laboratory portion of the Horticulture and Forestry Building to classroom use. These projects will cost approximately $3,073,000.

Supporting Services

Ohio State must find it possible to secure the following within the same six years:

Remodeling of the Main Library, the addition of stacks there and in the Law Library. These projects will cost approximately $932,600.

Facilities for the mailing room, the printing plant, the laundry, the campus warehouse, garages, service shops, laboratory supplies, and stores and receiving. These facilities will cost approximately $6,303,750.

Land acquisition for residence hall projects. This land will cost approximately $3,575,000.

Site improvements, including loop road and bridges (south leg from College Road to Coffey Drive), cold water mains, walks and roads, completion of levee, and Hess Road Ditch. These projects will cost approximately $1,745,700.

Expansion of office space for central administration in the Administration Building. This project will cost approximately $88,500.

Provision of these capital improvements will enable the University to become in more adequate measure:

1. A Graduate Research Center for Engineering and the Physical Sciences;
2. A Graduate Research Center for Agricultural Industries and the Biological Sciences;
3. A Center for Advanced Studies in the Health Sciences and Professions; and
4. A Center for Advanced Studies in Business, Education, and the Communicative Arts.

The future economic, cultural, and physical well-being of the people of Ohio is at stake in the decisions now being made relative to the support of higher education in the state.

THE CAMPUS PLAN map on the following facing pages indicates positioning of facilities of the future. Carefully conducted interviews and analyses enabled the University to establish future space needs.

No.	DESIGNATED USE	STORY HEIGHT
1	Dairy Technology	3
2	Agricultural Administration, Agricultural Extension, Agricultural Education	4
3	Poultry Science	3
4	Agriculture Library, Agricultural Economics & Rural Sociology	4
5	Animal Science	3
6	Dairy Science	4
7	Agricultural Biodynamics & Animal Holding	1
8	Agronomy	5
9	Agricultural Engineering	5
10	Agronomy and H&F Greenhouses	1
11	Horticulture & Forestry	3
12	Veterinary Clinic	2
13	Animal Holding (for research)	3
14	Veterinary Pathology	3
15	Veterinary Medicine	4
16	Animal Research	3
17	River Dormitories, 525 Students each	11
18	Food Service Units	2
19	Branch Student Union	—
20	Economics & Geography	6
21	Political Science & Sociology	6
22	Undergraduate Library	4
23	English	7
24	Foreign Languages & Listening Center	5
25	Women's Physical Education	3
26	Home Economics	4
27	History & Philosophy	5
28	Journalism	5
29	Speech	6
30	Speech Theatre	2
31	Library	5
32	Men's Physical Education	6
33	Natatorium	3
34	Scholarship Dormitory — 400 students	—
35	Military Science	—
36	Research, Teaching Aids Lab, Telephone Exchange	4
37	Research	2
38	Research, Police Station	4
39	Power Plant	—
40	Bookstore, Bank, Post Office	3
41	Mechanical Engineering	6
42	Engineering Mechanics & Welding	5
43	Industrial Engineering	6
44	Engineering Administration, Aviation, Engineering Drawing, Photography	10
45	Civil Engineering, Aeronautical Engineering	4
46	Engineering Auditorium	1
47	Engineering Library	4
48	Engineering Experiment Station	4
49	Chemical Engineering	5
50	Chemical Engineering, Metallurgical Engineering, Mineralogy, Ceramic Engineering	11
51	Ceramic Engineering	4
52	Electrical Engineering	5
53	Electrical Engineering	7
54	Architecture	6
55	Physics	5
56	Physics	6
57	Chemistry	5
58	Chemistry	12
59	Chemistry	3
60	Chemistry	5
61	Education, Education Research	4
62	Industrial Arts	3
63	Education Administration, Education	5
64	Music	5
65	Music Rehearsal	3
66	Fine Arts, Library for Education, Fine Arts & Music	6
67	Fine Arts	4
68	Fine Arts	4
69	Fine Arts	5
70	Psychology	4
71	Psychology	3
72	Psychology	5
73	Arts College Administration, Geodesy	6
74	Geology	7
75	Mathematics, Graduate School	5
76	Commerce Administration, Accounting, Business Research, Related Agencies	5
77	Business Organization, Personnel Research	5
78	Commerce Library	4
79	Business Organization	3
80	Faculty Club	5
81	Social Work	4
82	Chapel	1
83	Amphitheater	
84	Administration & Student Services: Deans, Men & Women; Financial Aids; Student Auditing; Counseling & Testing; Religious Affairs; Fraternity Managers Assoc.; International Student & Veterans, Health Service; Refectory; Misc. Recreation	3
85	Botany, Zoology	4
86	Zoology, Avairy	11
87	Botany & Zoology Greenhouse	1
88	Water Resources Center	2
89	Health Center Research Lab	4
90	Pharmacy	6
91	Microbiology	5
92	Biochemistry & Biophysics	7
93	Psychiatric Institute	4
94	University Hospital	13
95	Dentistry	4
96	Service Courses, Offices, Preclinical Laboratories, Graduate Work	5
97	Pathology, Nursing, Medical Technology, Optometry	5
98	Central Food Service, Health Center	3
99	Chronic & Orthopedic Hospital — 200 beds	6
100	Pediatric & Female Hospital — 300 beds	11
101	General Hospital — 300 beds	8
102	Health Center Administration, Basic Sciences, Library	8
103	Out-Patient Hospital	7
104	Rehabilitation Center	3
105	Heliport Terminal Building	1
106	Pilot Sewage Treatment Plant	—
107	Male Medical and Paramedical Student Housing	5
108	Home Economics Nursery School	1
109	Home Management Apartments	3
110	Womens' Dormitories and Food Service Including Nurses	2-11
111	Food Service Unit	2
112	Dormitories & Food Service	2-11
113	Married Student Housing	
	a. 24 one bedroom apartments	3
	b. 64 one bedroom apartments	8
	c. 48 one bedroom apartments	12
	d. 15 two bedroom apartments	3
	e. 40 two bedroom apartments	8
	f. 48 two bedroom apartments	12
114	Professional Student Dormitory 200 students	4
115	Ohio Legal Center	4
116	Law College	4
117	Ohio Union	4
118	Central Administration & Alumni Headquarters, Registrar; Machine Tabulating; Bursar; Entrance Board; Board Room; President; Instruction & Research; Business & Finance; Special Services; Student Relations; University Relations; Campus Planning; Lounges; Library & Research	
119	Mershon Auditorium	—
120	Dormitories & Food Service	
	a. Dormitory, 200 students	4
	b. Dormitory, 200 students	4
	c. Dormitory, 200 students	4
	d. Dormitory, 500 students	11
	e. Food Service Unit	2
121	Ice Rink	1
122	Arena	—
123	Field House	—
124	University School	1 & 2
125	Continuing Education Center	2, 4, & 10
126	Poultry Breeding & Brooding Houses	1
127	Chemical Abstracts	3 & 11

BUILDINGS

65 BUILDING OR GROUP NUMBER - SEE KEY

P PARKING RAMP

BUILDING RAISED ON "STILTS"

CAMPUS PLANNING STUDY PHASE II

THE OHIO STATE UNIVERSITY

COMPREHENSIVE MASTER PLAN

CAUDILL ROWLETT SCOTT ARCHITECTS
PLANNING CONSULTANTS SEPTEMBER 1961

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Part VI: The Ohio State University Is a Dynamic Enterprise

THE OHIO STATE UNIVERSITY has plenty of problems, as any department chairman or dean could testify. Ohio State faculty and staff members, however, take some pride in the nature of the difficulties. The University has problems, in part at least, because it is a strong, dynamic institution — and wants to stay that way.

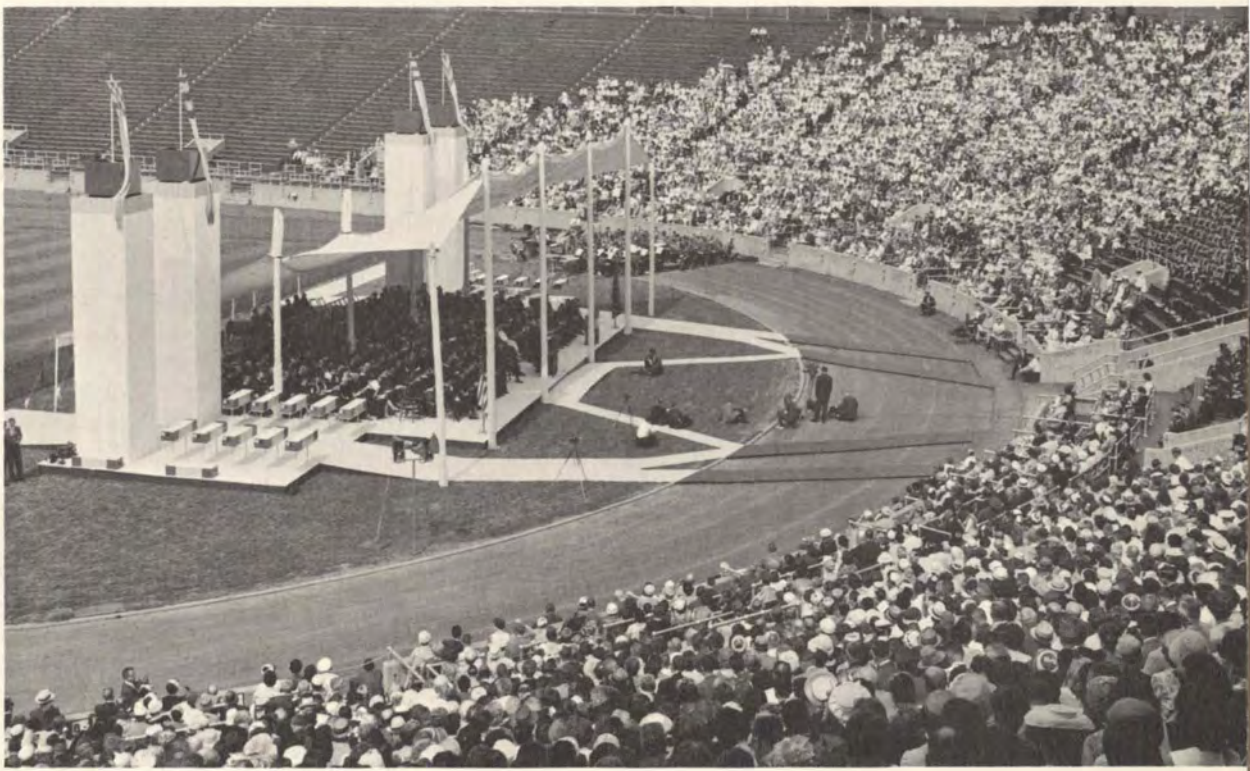
We have problems because the State of Ohio looks to this institution not only for an educational program but for productive research and for consultation on a multitude of questions. We find it difficult to find the staff and the cash to satisfy these expectations.

We have problems because Ohio State's reputation continues to bring more and more students knocking at its doors and more than can be admitted.

We have problems because our faculty and staff include nationally and internationally renowned scholars and teachers. They receive tempting job offers elsewhere. When any of them leave to accept other positions, they are difficult to replace.

The Ohio State University has problems, but they indicate the size of the job the University is performing and the urgency of the task of finding adequate support. Should the day ever come when problems completely disappear, the University will have cause for even greater concern than now!

BUILDINGS shown on this page were under construction this year (top to bottom): Goss Laboratory, Mathematics Building, Fine Arts Addition, Morrison Tower.



20,000 parents and guests
attended the Spring 1962 Commencement